# The essence and specifics of modern social and cultural activities in Karakalpakstan

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#### **ABSTRACT**

Socio-cultural activity as a process of active development, dissemination and creation of cultural values is ultimately focused on the formation of the cultural environment of human life, the elaboration of mechanisms for its socialization, enculturation and self-realization, the creation of methodological directions for the development of spiritual interests and requirements of people in order to realize the essential forces and capabilities of each person.

**Keyword:** Cultural environment, ballet and dance school, culture-enlightenment work, education, music, drawing, literature, theater, dance school, coterie, theaters, Philharmonic societies, circuses, film and video studios, art workshops, clubs, studios.

#### **I.Introduction**

Humanistic trends in the development of society are inextricably concerned with the prospects of establishing a system of education and upbringing that will implement the idea of a developing person in the possessive world. Educational and nurturing processes should be forwarded to establishing humane relations between its participants, mastering emotional - valuable experience, ensuring human adaptation to the social and natural spheres, as well as cooperating to its self-realization and development. Therefore, it is necessary to create a socio-cultural general educational environment focused on preserving and strengthening physical, social and psychological health. In the context of modernizing the current system of education and upbringing in our country, the introduction of up-to-date technologies directed to the aesthetic upbringing of the younger generation is becoming an urgent problem.

Thirty percent of the population of our country is young people between the ages of 14 and 30. Modern conditions and wide opportunities for obtaining knowledge and professions have been created. At the same time, an urgent issue is the organization of meaningful leisure for young people. The higher the spirituality of the young, the stronger their immunity to foreign phenomena.

As it well-known, the head of our state has put forward five important initiatives to organize social, spiritual, educational, and socio-cultural work under the new system:

- 1) Increasing the interest of young people in music, drawing, literature, theater and other types of art, this will contribute to the realization of their talent;
- 2) Physical training of young people, creating the necessary conditions for them to display their abilities in sports;
  - 3) Organizing the effective use of computer technologies and the Internet by the population and youth;
- 4) Organization of systematic work to increase the spirituality of young people, wide promotion of reading books;
  - 5) Ensuring the employment of women.

These noble initiatives were announced during the visit of the President of the Republic of Uzbekistan Sh.M.Mirziyoyev to the Syrdarya region on February 19, 2019. They were perceived by our people, especially the young, with great interest.

The relevance of the topic of our work is dictated by the fact that the implementation of these initiatives requires both practical work on the organization of various circles, schools, studios for art forms, and the development of scientific and theoretical, methodological, and methodological issues of organizing social and cultural work.

## Purpose of work

Study of the significance, place and role of ballet and dance schools, clubs, studios in the Republic of Karakalpakstan in the spiritual, moral, socio-cultural education of young people, in the implementation of state programs for the realizing of five important initiatives of the President of the Republic of Uzbekistan.

## The novelty of the work

- studied and analyzed the activities of ballet and dance schools, clubs, studios in the Republic of Karakalpakstan;
- -organizational and methodological problems of choreographic schools in the Republic of Karakalpakstan are analyzed.

The prospect of the nation's development depends not only on the wealth of the earth's subsoil, the development degree of productive power, or on how modern and strong its army is. The human factor in this process is now fairly considered as the determining factor. The mastering of natural resources, the development of production and the country defense capability largely depend on the level of culture of people, as far as they have mastered the thousand-year experience of their ancestors.

Comprehension the concept of "socio-cultural activity" is possible only at the interface of such fundamental Sciences as philosophy, sociology, socio-cultural anthropology, history, pedagogy, psychology, law, etc. Activity, as a

form of manifestation of the essential power of man, the basis of human existence, the characteristic of a certain type of attitude to the world, determines even the social activity of individual. In its turn, social activity is expressed through activity and characterized by it, although it also includes a previous process - awareness of the action necessities, the formation of an appropriate facility, and the choice of optimal behavior. The activity itself becomes a manifestation of activity, attaching it a subject orientation, a sequence of stages, and management of the process of its flow [1. Decree of the President of the Republic of Uzbekistan. January 8, 1997, №1695].

Socio-cultural activity, as a socially oriented work of a person to identify, preserve, distribute, develop and broadcast cultural values accumulated by a certain society, ethnic group, or individual, extends mainly to the non-educational and non-work sphere of a person, or, as it is called, leisure.

This is done in free time, has willing voluntary, distinguishes with free choice and initiative of the individual or group (social, professional, recreational, etc.), it has a deep, personal orientation, personality, defined by biological and social human needs, and specified with the ethnic and regional peculiarities and traditions.

Socio-cultural activity is an independent subsystem of socialization of the individual, social upbringing, education and human development. Socialization, as a process of mastering person's social experience, including it in the system of social relations, requires purposeful efforts of society and its social institutions to mould this person, its development and improvement [2. Decree of the President of the Republic of Uzbekistan. February 7, 2017, No4947].

The process of socialization is determined by a specific society, time, and culture- historical situation and represents a certain inclusion of a person in a certain society, mastering and reproducing of the social experience of this society, requirement accepting, norms and principles of social relations. In the process of this inclusion, the main values and orientations, attitudes, motives and beliefs, moral, civic, aesthetic and other qualities of the individual are formed.

What is the essence of socio-cultural activities?

Of the few attempts to formulate the concept, mostly accurate and succinct is the definition proposed by the well-known representative of St. Petersburg school of cultural applied studies, M.A.Ariarsky: "Socio-cultural activity is socially expedient activity based on moral and intellectual motives for creating, mastering, spreading and further developing values of culture [6. Ariarsky M.A., S. 243].

Considering the complexity and ambiguity of the concept can be supplemented the wording with other factors: study, research, pedagogically appropriate consumption, adequate perception of cultural values, etc. In addition, it is necessary to clarify the motivation of social activity, enriching it with aesthetic motives, which, as a rule, occupy a leading place in human life after biological ones. Defining socio-cultural activity, the famous philosopher M.S.Kagan believes that the combination of the concepts of "social" and "cultural" reveals the need for a more complex understanding of the essence of man - a being not only biological, not only social, not only biosocial, but rather three-sided, biosocial cultural, because man is the carrier, subject and translator of culture, in some sense its derivative, the subject of not only natural, but also cultural activities.

It is extremely difficult to draw a line between cultural and social activities of a person, because all cultural activities have a social aspect and Vice versa. The interrelation of concepts, inseparable unity, complementarily and similarity of results allow us to speak about the special orientation of the subject of socio-cultural activity - consumption, development, development, creation of cultural values for the sake and in the name of other people, the next generations, society, nation, society [7. Avdeeva L., P. 67-68].

It is more about the ratio and scope of these concepts in a specific activity: in the social, organizational, managerial and economic aspects dominate, in the cultural-ideas, symbols, theories, norms, values, ideals - everything that is defined by the concept of "spiritual culture".

Being the successor of cultural and educational work, socio-cultural activities are essentially different from it. Cultural and educational work, as an integral part of ideological work, considered a person or group of people, and more often "the entire Soviet people" as an object of educational influences of the state and state-owned public associations (trade unions, Komsomolsk, party) with the aim of educating them, educating a person "bright Communist future". It was believed that a person, being a cog of the state machine, needs such influence, perceives and accepts it, is formed according to the model - the Communist ideal [3. Decree of the President of the Republic of Uzbekistan on November 28, 2018].

The principle of object-subject relations predetermined the content of cultural and educational work for many years; it determined both the methodology and the forms of organization of such work.

With the acquisition of sovereignty by the former republics of the USSR and the development of democratic tendencies in society, culture changed its orientation much earlier than others, abandoning the object-subjective model in favor of the subject-the subject, placing the person himself as the highest social value, his interests, needs, value orientations, and making him a participant in creative cultural activities..... The state is only intended to encourage self-organization of socio-cultural activities and self-development of culture through legal, economic, organizational and other support for culture. It should ensure the creation of a socio-cultural infrastructure appropriate to the present day, conditions for the realization of the dominant spiritual needs of a person.

The meaning of the activities of cultural institutions consists in the implementation of conditions for self-realization of the individual, satisfaction of its aesthetic, communicative, recreational, creative and other needs, i.e., in the exact expression of the Moscow scientist A.D. Zharkov, "a person is both an object and a subject of cultural and leisure activities, a means and a result of personal development" [9. A.D.Zharkovka, P. 214-216].

Cultural institutions of all forms of ownership are designed to direct efforts to create, develop, spread culture, organize meaningful communication and reasonable recreation of the population, rest and restore their strength, or,

according to Professor N.F Maksyutin, it is necessary to "ensure the dissemination of spiritual and cultural values, their active creativity by people in the field of leisure in order to form a harmoniously developed, creatively active personality". [10. Maksyutin N.F, P. 98].

At the same time, we should also note the need for a positive impact on a person, group, or society in order to educate them in a humanistic worldview, democratic ideals, and understanding and consequences of universal values and national traditions.

Summarizing the above, we can state that socio-cultural activities are activities aimed at creating conditions that would help each person in various age periods of his life to successfully pass the process of social adaptation.

Cultural and leisure activities are an integral part of socio-cultural activities that help solve many social problems with their own unique means, forms, methods (art, folklore, holidays and rituals). Cultural activities are activities for the identification, preservation, dissemination, development and creation of conditions for cultural values.

Cultural values include: moral and aesthetic ideals; norms and patterns of behavior; languages, dialects, dialects; national traditions, customs, rituals; folklore; artistic crafts and crafts; works of art, buildings, structures, objects of historical and cultural significance.

Socio-cultural institutions become carriers and guides of humanistic ideas, guardians of national culture, folk traditions, actualizes of national forms of traditional culture and universal values, stimulators of national self-consciousness [4. Decree of the President of the Republic of Uzbekistan. February 4, 2020].

The new socio-cultural situation and modern requirements for socio-cultural institutions determine the following functions of socio-cultural activities as a form of social practice; ensure the implementation of educational goals and objectives, mechanisms for assimilation and creation of culture:

- \* adaptive-involvement of the individual in the system of social communications, mastering the basics of culture necessary for him to adapt to society, acquiring the ability to self-regulation culture of behavior, the necessary moral qualities, culture of speech, everyday life and other socio-primary qualities);
- \* Developing-progressive positive change in the mental qualities of the individual, intellectual, emotional and volitional spheres, aesthetic and spiritual improvement of a person throughout life as the last process of socialization, enculturation and individualization of the individual;
- \* educational-continuous acquisition of new knowledge, skills and abilities, increasing the level of human education, gaining experience in self-education, supplementing and deepening the knowledge obtained in official educational institutions that ensure the development of cultural values;
- \* cultural orientation subsequent introduction of the individual to the world of culture (humanization, enculturation), awareness of its global comprehensive nature, meaning and ways of providing, culture of life, work, recreation, introduction of aesthetic principles in all types and forms of human life;
- \* culture-creating involvement of the individual in the process of creating cultural values, in various types of artistic, technical, applied and social creativity, human social activities for the implementation of social projects and culture-creating initiatives;
- \* culture protection mastering methods of preserving the natural and cultural environment, values of world and national culture, samples and phenomena of national traditional culture, ensuring harmony in the human-nature system;
- \* recreation and recreation-the formation of festive and ceremonial culture, the organization of entertainment and recreation leisure in order to restore the strength spent on professional activities, psychological discharge of a person;
- \* communicative-creating conditions for the implementation of the needs of the individual in a full-fledged meaningful communication, according to the interests and needs of the person in order to develop cultural values, the formation of business and interpersonal relationships, dialogue of cultures, and positive perception of each other by people [8. Asimova O.N., P. 231-234].

Socio-cultural activity as a process of active development, dissemination and creation of cultural values is ultimately focused on the formation of the cultural environment of human life, the development of mechanisms for its socialization, enculturation and self-realization, the creation of methodological directions for the development of spiritual interests and needs of people in order to realize the essential powers and capabilities of each person. Thus defining the subject of this area of pedagogical knowledge allows us to speak about two levels of the cultural environment-micro and macro mass staff. At the micro level - the family, the immediate environment, various types of interpersonal communication in social groups and communities, at the macro level-a developed socio-cultural infrastructure.

The socio-cultural sphere covers an extensive infrastructure of educational, educational, informational, environmental, recreational and other state and public institutions. These include:

- \* Art institutions-theaters, Philharmonic societies, circuses, film and video studios, art workshops, clubs, studios, as well as creative unions that unite artists;
- \* cultural and recreational or cultural institutions clubs, houses and palaces of culture, cinemas, parks, centers of national cultures, home crafts, home and centers of folk art, centre's of youth recreation, players, restaurants, concert companies;
- \* scientific and educational institutions libraries, museums, exhibitions, historical and memorial complexes, lecture halls, planetariums, arboretums, Botanical gardens, zoos, etc.;
- \* Departmental cultural and educational institutions-houses of officers, veterans, medical education, creative workers (writers, actors, designers, artists, etc.), soldiers 'and other clubs, etc.;
  - \* health resorts and sports and recreation facilities sanatoriums, boarding houses, rest homes, dispensaries,

camps and recreation centers, stadiums, sports halls, sports bases, sports bases, beaches, saunas, swimming pools, etc.;

- \* institutions of entertainment and commercial leisure music halls, dance halls, variety shows, discos, restaurants, cafes, billiard rooms and other centers of gaming leisure;
- \* art and educational institutions-music, art, choreography schools, schools with an artistic bias, secondary specialized cultural institutions, universities of culture and art [11. Jumabayeva G., P. 354].

The infrastructure of the socio-cultural sphere of the country has undergone significant changes in the last decade due to the acquisition of independence and the change of socio-political formation. There are new types of cultural institutions, including institutions of different forms of ownership, modified goals and objectives of socio-cultural activities, priorities of leisure activities. This process of institutional dynamics and the content of their work will continue as social relations in the country transform.

## Principles of social and cultural activities:

- the principle of voluntary and accessible social and cultural activities;
- the principle of developing initiative and independence;
- the principle of differentiation of ideal and emotional impact on different groups of the population;
- the principle of continuity and consistency of the individual's involvement in the world of culture;
- the principle of unity of information-logical and emotional-imaginative influence on the consciousness, feelings, behavior of people;
  - the principle of aestheticizations of public life [12. Litvinova T.G., P. 226-227].

### 2. Conclusion

Socio-cultural activity is the process of creating conditions for a person's motivated choice of subject activities depending on their interests and needs, activities that contribute to the assimilation, preservation, development and dissemination of spiritual and cultural values.

The main task of social and cultural service enterprises is to organize leisure activities for the population. Due to insufficient funding, economic difficulties, unemployment, neglect of local authorities, development in this area is slow.

Free time is one of the most important means of forming a person's personality. It directly affects its production and labor sphere of activity, as in the conditions of free time, recreational and recovery processes occur most favorably, which relieve intense physical and mental stress. The use of free time by the population is a kind of indicator of its culture, the range of spiritual needs and interests of a particular young person or social group [13. Petrosova E.A., P. 79].

Choreographic activity is one of the most widespread types of organization of free time all over the world. By teaching the art of dance, improving the human body and its plasticity, choreographic activity ennobles the spiritual and moral qualities of a person. Choreographic activity should first of all be considered as a way to develop the universal values of project participants. In particular, the task of the choreographic team should be not only to preserve the moral foundations and spirituality of the participants, but also to convince them of the need for these qualities for the individual [5. Presidential Decree, №4585, 04.02.2020].

Having studied the activities of choreographic ensembles operating in the Republic of Karakalpakstan, we can divide them into three groups:

- 1) Professional ensembles, which include the "Aikulash jhuldyzlary" ensemble, as well as song and dance ensembles at the regional and city departments of culture;
- 2) Amateur folk dance ensembles functioning at higher and secondary special educational institutions, as well as at district and city centers, houses of culture, such as "Ariular", "Naushe", "Naushe";
- 3) Amateur ensembles at children's schools of music and arts in all district centers and the city of Nukus [14. Husnutdinov S., P. 290-291].

During the study of organizational and methodological issues of ballet and dance schools and ensembles in the Republic of Karakalpakstan, we identified the following:

- 1) Legal aspects of ballet, dance schools and ensembles are based on legislative acts of the Republic of Uzbekistan, regulating relations in the sphere of education, culture, youth policy and development strategy of Uzbekistan in the years 2017-2021;
- 2) All existing choreographic schools and ensembles in the Republic of Karakalpakstan are aimed at educating a fully developed, harmonious personality, improving its abilities and professional development;
- 3) All professional and amateur choreographic ensembles, except "Aikulash jhuldyzlary" represent purely folk dances. Existing in their repertoire, some numbers representing other types of choreographic art are of an isolated nature and serve mainly to Express the exceptional talents of a particular soloist or group of dancers;
- 4) Classical dance Lessons take place only in schools of music and art, but the teacher does not always have full competence in this direction, since in most cases the teachers are representatives of folk dance;
- 5) There are no methodological developments on Karakalpak folk dance, while all choreographic departments of schools of music and arts mainly teach it.

Taking into account all the above, we offer:

- first, to develop methodological recommendations, a manual for teaching Karakalpak folk dance;
- secondly, to organize internships and advanced training courses for teachers of the choreographic Department of children's schools of music and art, given that in most cases these departments teach graduates of secondary special educational institutions, and the Center for retraining of teachers and improving their skills at the State Conservatory of

Uzbekistan is designed for teachers in the field of music [15. Fomkin A.V., P. 218].

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